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first in the secondary schools and then in the colleges, for classical poetry is beautiful in its rhythm alone and it is impossible to separate thought and rhythm.

Principal A. S. Harriman of Middlebury High School, in opening the discussion, said that it was possible to teach secondary school students the mechanical details of the structure of Greek and Latin hexameter and pentameter verse, but that the time allowed to cover the Greek and Latin required for admission to college is too short for teaching an absolutely new rhythm in which stress is subordinated to quantity. It would be easier to teach the pupil to intone Greek and Latin verse than to read it without the stress accent everywhere found in English poetry, and it may be possible, without using too much time, to teach the boy or girl in the high school to use a different musical note for the accented and unaccented parts of the verse.

Associate Principal Taylor of Vermont Academy presented the second topic: Classics through translations only: What would a student gain that he would not gain through the originals, and what would he lose?<sup>1</sup>

Principal Harold Fuller of Brandon High School in opening the discussion said that he had used with several classes in English both metrical and prose translations of the Odyssey, and that his pupils had taken more interest in the translated Homer than in most of the English authors read in the same course. Of course the reading of standard translations in secondary schools is necessarily very limited. The choice must be made wisely, and, above all, the teacher himself must be acquainted with the authors in the original.

The last topic of the morning session, What Greek and Latin authors can profitably be substituted for those now required for admission to college? was presented by Principal Isaac Thomas of Rutland High School. He advocated no change in the authors now read, but would add Sallust's Catiline and would read the most interesting portions of the entire works now required rather than slavishly adhere to certain definite amounts of text. Let the teacher summarize and read to the class the parts of the work not read by the pupils. This will keep the teacher *alive*, make him *vitalize* the texts to the pupil, and thus help him solve the problem of teaching the Classics, which is to enable the pupil to get at the thought of the author, and become familiar with the great authors.

After luncheon, which was served to the teachers at Commons Hall as guests of the University, Professor Ogle of the University of Vermont delivered a short address on Daemonic Lore among the Greeks and Romans. The first topic of the afternoon's dis-

cussion, The value of the *viva voce* method, was presented by Principal John Colburn of Bellows Free Academy, who said that his own experience had proved that it actually saved time to require the pupil to translate from oral reading. The *viva voce* method when properly used shows the student that the language fact is of more importance than the grammatical fact and teaches him to translate ideas into ideas, not words into words. Pupils taught by this method are more interested in their work, gain greatly in ability to read at sight, acquire a stock of phrases which are of much use in taking up a new author, and memorize without effort a quantity of illustrative material for the study of grammar.

Mr. Harlan N. Wood of St. Johnsbury Academy presented the last topic, The teaching of first-year Latin. He said that one reason why so many first-year pupils fail to make satisfactory progress is the fact that the method of work lacks *definiteness*. The first-year Latin books introduce too many different features during the early part of the work. This gives the pupil a confused and scattered idea of the subject. The beginner needs to gain, first of all, an understanding of what an inflected language is; hence during the first term, at least, the mastery of the essential forms is the problem to be worked out. Let this problem be made definite by a study of the declension of nouns, then of adjectives, then of the indicative in all conjugations, and so on, keeping unnecessary points of syntax, subjunctives, English-Latin sentences, etc., in the background until these essential forms have been learned.

The following officers were elected for the ensuing year: President, Principal C. P. Howland, of St. Johnsbury Academy; Vice-president, Associate Principal James N. Taylor, of Vermont Academy; Secretary and Treasurer, Professor W. S. Burrage, of Middlebury College; Executive committee, Principal W. A. Beebe, of Peoples Academy, Professor M. B. Ogle, of the University of Vermont, and Miss Eleanor Ross, of Rutland High School.

Reports from different parts of the state in regard to the study of the Classics were encouraging. The study of Latin is increasing. One school reports no class in first-year Greek for the first time in its history, but on the other hand two schools for the first time have organized classes in beginning Greek. Many high schools report larger Greek classes; one for example has first and second-year classes of twelve and seventeen pupils respectively, after a number of years in which the classes averaged about six.

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The third regular meeting of The Washington Classical Club was held in the Woman's building of the George Washington University, yesterday, at 12 o'clock.

<sup>1</sup>This paper will be given in full in THE CLASSICAL WEEKLY.

A large number of members and their friends were present, President Mitchell Carroll being in the chair. Ambassador Bryce was the guest of honor and gave the address.

The subject of Mr. Bryce's remarks was the importance of classical studies, and the necessity of maintaining in our literature, life, and art the standard and ideals of the old Greeks and Romans. He regretted to see in this country, as in England, a decline in appreciation of the Classics, but he was happy to note many signs of a reaction. He felt that Greek and Latin had suffered from the laying of too much stress on grammar. He said in part:

The chief value of the Classics is in their literature, and this study of literature far removed from us is inestimable. The Greek and Roman authors are valuable because they do not belong to our time. The spirit of modernism is too prevalent. Classical literature is needed to counteract this modernism. In meeting our own problems we must take into consideration the point of view of people of a remote age who had to meet similar problems.

Another reason for the study of the Greek and Latin authors is the influence of their style, as is manifested in the case of many of our greatest English writers.

The value of the study of inflected languages, as contrasted with our own, must not be underestimated. They strengthen the faculties, and inflections throw anchors, as it were, to help the memory.

Mr. Bryce added that he had tried the experiment of committing 50 lines each of Homer, Vergil and Milton, and he found he could commit Homer three times as fast, and Vergil twice as fast as Milton. He said further:

There is a great pleasure in being able to call up long passages of ancient poetry in moments of leisure, for in the Classics we find something appropriate to every phase of life. They take us far away from self and our present problems, and give us the sense of our proper relation to the past and to the future.

I cannot too highly praise the work of this club in promulgating these classical studies, and I hope that its influence and example may be widely felt throughout the country.

Bishop O'Connell, Rector of the Catholic University of America, and President Needham, of the George Washington University, were among the guests. Bishop O'Connell spoke briefly of the importance of a classical training in all lines of professional life. The club by acclamation elected Ambassador Bryce, Bishop O'Connell, and President Needham the first three honorary members of the club.

An informal reception was then held, which was followed by a luncheon. The next meeting of the club will be held early in February in Georgetown University, when Prof. Bristol, of Cornell University, or Prof. Rolfe, of the University of Pennsylvania, will address the club.

Following are the officers and members of the

club for the present session: President, Mitchell Carroll; vice-presidents, the Rev. Charles Macksey, S. J., George M. Bolling, Thomas W. Sidwell, and Mrs. Adelia C. Hensley; secretary-treasurer, Miss M. Elsie Turner; executive committee, the president, the vice-presidents, the secretary-treasurer, and Miss A. S. Rainey, Miss Mabel C. Hawes, and Charles S. Smith.—From *The Washington Post*, December 6, 1908.

It has been suggested that specimen examination papers may not be devoid of interest and profit. We therefore print the following:

#### EXAMINATION IN HORACE, ODES III.

1. Why are the first six Odes grouped as an organic whole? Give the scheme of the meter. Name the chief cardinal virtues which Horace praises. What in general is his method of setting forth and emphasizing these virtues? Show how the conception and the aim of these poems grew out of the circumstances of the period in which they were written, and the hopes which were excited in the breasts of patriotic Romans.

2. In Ode 3, what is the picture in the opening strophes? What had been obtained by Pollux and Hercules, and what is said of Augustus in this connection? To whose admission into the councils of heaven would Juno naturally object? Give an outline of her speech. With what self-reproach does the poet close the poem?

3. Translate Ode 5, 1-18. (a) What warlike tastes did Augustus inherit? (b) The use of the term Augustus throws what light on the date of the poem? (c) Tell of the battle of Cannae. (d) What disastrous effects of the battle are here pictured?

4. Translate Ode 14, 11-16. (a) Where did Augustus go? when? how long did he stay? (b) What increased the anxiety of the people at his absence? (c) Why is the name of Hercules mentioned at the beginning? (d) Who was the *mulier*? who the *soror*?

5. Translate Ode 29, 49-64. (a) Construction of *negotio*, of *ludum*, of *mihi*? (b) *laudo manentem*: give the story of the English statesman. (c) *Pauperiem sine dote*: what kind of poverty, and what kind of seeking? (d) *votis pacisci*: show the cynical view of prayer.

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George Reimer, of Berlin, has just published for the Royal Museum of that city *Altertümer von Pergamon*, Band VII, *Die Skulpturen mit Ausnahme des Altarreliefs*, by Franz Winter. There are many illustrations.—From *The Evening Post*, January 9, 1909.